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Ideas...

4-H and



YOUTH DEVELOPMENT

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This special issue on 4-H in Urban Areas is the first of four planned to feature a special clientele. Others to be issued periodically will focus on volunteer leadership, programs for older members, and on 4-H work with the disadvantaged. These will replace the usual multi-topic issues.

Russell W. Smith has prepared the material for this urban issue.

4-H ADAPTABILITY: "4-H has proved that it can succeed almost anywhere. It has worked well in rural areas and is now reaching into many of the largest metropolitan areas. Millions of American boys and girls -- many of them from homes of the less fortunate -- belong to no organization of this type. They need the friendship and guidance that 4-H can give them. As spokesmen for 4-H, help make the services of your group available to youngsters who do not enjoy its benefits."

This challenge presented by the Honorable Clifford M. Hardin, Secretary of Agriculture, at the 1969 National 4-H Conference indicates the administrative support for inner-city 4-H programs. In a relatively short time span, Extension workers have proved that the "learn by doing" concept can be adapted to meet the needs and interests of urban youth. Capable and dedicated professionals have demonstrated possibilities with only a few tax dollars. Innovative approaches in many cities have attracted attention of business and industry. As a result many private concerns are contributing financial resources to supplement public tax monies.

VALUES TO YOUTH: Today, more than 250,000 metropolitan youth are living proof that the benefits of 4-H participation are not limited to farm or rural areas. They know that "real-life experiences" can be fun, challenging and satisfying. For the first time in their lives, many deprived urban youth are reflecting a sense of self-identity, because someone took time to care.

COOPERATING WITH LAND GRANT COLLEGES AND UNIVERSITIES

They are realizing that they can help to shape their own future and gain a feeling of accomplishment by being successful in something. For many, 4-H offers a unique opportunity to learn in an informal setting at their own pace. Small groups make it possible to develop acceptable social skills and appreciate the meaning of cooperation.

Authorities in urban sociology indicate that most disadvantaged urban youth "live for today." They are concerned with survival and self-preservation, with little or no conception of where they may be or what they may be doing "tomorrow." Affiliation with 4-H has made it possible for many young people to understand the meaning of aspirations and expectations. Exposure to the world of work and the larger society has, in many cases, brought about a much more optimistic outlook toward their present and future lives. Such transformations are possible because Extension agents, program assistants and aides, and volunteer leaders have been willing to "start where they are."

A FEW GUIDELINES: Successes and failures in a variety of urban situations have helped to validate at least one important principle -- planning must be conducted with the youth and adults. In general, attempts to inject pre-determined "packaged" programs in the inner-city have been unsuccessful. Professional and lay people have learned that it is futile to try to plan something which is "good" for underprivileged youth.

Modification and adaptation are paramount concerns in planning and conducting viable 4-H programs in the inner-city. Disadvantaged youth need a 4-H program different from middle-class young people, not because they are basically different, but because of contrasting social, economic and cultural variations.

Gleanings from observations, experiences and research reflect some important factors which must be recognized and exercised if 4-H is to be successful. Extension workers should:

- Accept the fact that working with disadvantaged youth is a proper concern for 4-H.
- Know and understand the differences between low and middle-income youth.
- Identify some of the distinguishing characteristics of ghetto neighborhoods.
- Make an effort, through personal contact, to locate and visit with the "power holders" in the community.
- Inform other youth organizations about the 4-H program, and establish cooperative working relationships.
- Contact and maintain communication with the Mayor and other city officials relative to 4-H efforts.
- Search out indigenous neighborhood leaders who can legitimize and also assist in getting attention and action.

- Arrange for personal presentation of 4-H opportunities; very little can be done by letter.
- Gain confidence of youth and adults by expressing an interest in their immediate concerns, activities and mores.
- Capitalize on the strengths of low-income youth including: "a strong sense of independence, autonomy, initiative, lots of imagination, a good sense of fun, health aggression, and response to respect interest and trust."

Organization structure, program content, teaching methods, and leadership patterns need to be tailor-made to each neighborhood, block or community. Latitude and versatility cannot be over-emphasized; however, a few clues to success are:

- Keep the groups small -- 10 to 15 members about the same age.
- Be open-minded about the degree of formal organization.
- Explain both the "club" and "special interest group" concept.
- Listen to informal conversations to discover subject interests.
- Focus attention, at the outset, on project and project-related activities.
- Allow for spontaneity, including: Art, drama, music, etc.
- Be receptive to the development of individual skills for younger members.
- Emphasize group learnings, attitudes and experiences for teen-agers.
- Set minimum requirements for volunteer leaders, and recruit for specific tasks.
- Involve experienced leaders in organizing groups, in subject teaching, and in training indigenous leaders.

/SHARING SOME OF THE GOOD IDEAS IN STATE PROGRAMS/

Ingenuity, imagination, and determination are yielding high rates of return on investments in inner-city 4-H programs. Staff members are meeting the challenge in a variety of situations and circumstances. A few examples illustrate possible and workable approaches.

OREGON - "Operation Green Fingers" Involves Many

4-H Leaders in Portland, Oregon worked with civic leaders, the State Highway Department, Oregon National Guard, and seed and fertilizer companies to help more than 250 low-income families raise and enjoy fresh garden vegetables. Space outside the city was provided for garden plots in which both youth and adults took

an interest. Extension specialists, garden supply stores, and fertilizer companies donated both time and materials to insure success in the project. Families developed a sense of pride in their gardens and demonstrated creativity by using rocks, flowers and fences to outline their respective plots. Members of the community learned that they could participate in an activity simply by showing an interest and exerting some effort. The Oregon American Legion supported the undertaking and have offered to make it their 50th anniversary project.

MISSOURI - Program Assistants Help Expand 4-H in St. Louis

About 600 additional youth are involved in 4-H as a result of the efforts of six para-professionals in St. Louis. Following an intensive training period, the assistants promoted 4-H in low-income neighborhoods, recruited leaders, served as advisers to newly formed clubs, and worked to involve parents in the program. Area 4-H committees helped to establish priority of needs and interests and to attack the most serious problems. The program focused on citizenship, leadership development, management of resources, nutrition, auto care and safety, health, careers, science, conservation, and home and community beautification. The Program Assistants, who work only part-time, meet weekly to check signals, report progress and failures and explore alternative solutions to problems.

TENNESSEE - Memphis Youth Meet at Hastings Police Service Center

Believing that "the youth is our hope for tomorrow," Hastings Police Officers in Memphis donated use of their center for youth group meetings. The idea was initiated by two assistant home economics agents who recognized a need to provide constructive leisure time activities for youth. At the weekly meetings, boys and girls planted tomato seeds in empty milk cartons, learned how to plant flowers around their homes, practiced dishwashing and bedmaking, and enjoyed group games. They also planned, practiced and presented three skits for their parents. Visits to a park and farm were highlights of the experience. A quote from one of the police officers illustrates the enthusiasm which has been generated in the neighborhood: "I don't know for sure what all these women are doing with these children, but it has to be good for this many to keep coming back. These children aren't going to be bothered unless it is something they like. This youth group has really opened up this neighborhood. People are coming in here and using this place like we have wanted them to."

RHODE ISLAND - South Providence 4-H'ers Tell "How It Is" on TV

Members of the "What-so Ever," Pioneer, and Thread and Needle 4-H Clubs demonstrated "do-it-yourself" games on TV Station WJAR in Providence on July 9. The program entitled "How It Is" is a weekly morning feature to publicize the activities and accomplishments of the South Providence Extension Service Program. Three members who had been involved in making simple and inexpensive games, were selected to show how the games were constructed and demonstrate how to play them. One of the VISTA workers, assigned to the South Providence project stated: "It was very interesting to see all of the big TV lights and watch the skilled technicians as they managed and focused the cameras, etc. There is certainly a lot of work connected with putting together a TV show." In addition to gaining valuable experience in making and demonstrating games, the 4-H members developed a better understanding of the many processes involved in producing a television program.

GEORGIA - DeKalb County Completes Second Successful Year

A "special 4-H activities" program was conducted to supplement formal education in DeKalb County in both 1968 and 1969. Five hundred and ten boys and girls in 5th, 6th and 7th grades, organized into small groups met with a program assistant once every other week for three months. Sixty-three percent of the 1968 participants re-enrolled in the 1969 sessions. Activities included health, food-nutrition, clothing, safety, home improvement, personal grooming and citizenship. Teen leaders worked closely with professional and para-professional staff members.

ILLINOIS - 4-H Reaches East St. Louis Inner-city Youth

About 400 young people, ages 9 to 14; are involved in a variety of 4-H learning experiences in East St. Louis. TV Science and the Bicycle Safety Program were offered in addition to organized clubs. Popular projects include electricity, food-nutrition, clothing, gardening, and animal care. Staff members at six Neighborhood Opportunity Centers were recruited and trained to organize and guide clubs. Extension Program Assistants have been employed to expand opportunities to additional youth. Members are participating in county events, including Achievement Day, County Fair and 4-H camp. Experiences outside the immediate neighborhood have been especially appreciated by the young people.

DISTRICT OF COLUMBIA - Washington, D.C. Youth are Introduced to 4-H

In a relatively short time, over 1600 boys and girls in the District of Columbia have become active 4-H members. Under the guidance of one professional and two para-professional workers, clubs and groups are being organized through public housing units, schools, churches, and the Department of Recreation. Many volunteer leaders are working with both structured clubs and informal groups. Projects include: clothing, food-nutrition, science, woodworking, child care, landscaping and organized sports. A special effort is being made to reach teen-agers.

MINNESOTA - Rochester Offers Special 4-H Education

4-H is offering a new avenue for learning for many youth in Rochester. Close cooperation with the schools has made it possible for boys and girls to have practical experiences in living and associating with others. Teachers, volunteer leaders and Extension staff members are enthusiastic about results to date, and look forward to increased numbers. Puppetry anti-litter exhibits and campaigns, arts and crafts, dog care and obedience, indoor gardening, home improvement, health, entomology, small animals, and recreation projects offer a variety of choices. Emphasis is on group learning, but all activities are designed to allow for individual exploration.

MISSISSIPPI - "Simplicity" was the Key to Success in Jackson

An enthusiastic Extension staff believed that 4-H had a place in inner-city Jackson. They decided to offer 4-H to 4th, 5th and 6th graders using a mass publicity and promotional approach. Working closely with schools, radio and TV stations, and newspapers; they made it possible for "everyone to know that 4-H was coming to town." Recruitment through the schools resulted in a membership of 717, and 222 volunteer adult leaders in 70 organized clubs. Program Aides helped to organize the groups and also trained organization and project leaders. The professional staff believes the program was effective because the 4-H story was presented both to youth and parents, Gordon White, State 4-H Leader said "Simplicity may well be the true reason the Jackson program has been most successful.

LOOKING AHEAD TO 1971: A State 4-H staff training workshop on "Adapting and Developing the Extension 4-H Youth Development Program to reach Disadvantaged Inner-city Youth" has been approved by the Extension Committee on Organization and Policy for the spring of 1971. This workshop is one of a series of training programs proposed for the next five-year period. It will be designed by, and for, State 4-H Youth and Training staff giving primary leadership to 4-H programs for inner-city young people.

The overall objectives of the workshop will be to help participants:

- Understand the environment in urban low-income areas.
- Become familiar with the problems confronting disadvantaged, inner-city families.
- Appreciate the attitudes and values of families living in ghettos.
- Comprehend the behavior patterns of deprived youth as related to their interests.
- Develop abilities to work with the power structure and other organization in the blocks and/or neighborhood.
- Acquire skills to identify, recruit, select, train and supervise para-professionals.
- Know where and how to look for indigenous volunteer leaders.
- Explore the advantages and disadvantages of various organizational patterns.
- Increase skill in adapting a variety of teaching methods to specific situations.
- Identify and contact potential sources of financial and other assistance in the private sector.
- Realize that 4-H can make a contribution to the growth and development of inner-city youth.

Specific details and arrangements for the workshop are pending. However, the estimated length of time is five days, and the proposed location is the National 4-H Center in Washington, D.C. Definite dates will be decided at a later time.

GLEANINGS FROM STUDIES AND RESEARCH: The urban poor have been studied profusely, but there is a dearth of formal investigation and research on the application and adaptation of 4-H in the inner-city. As the 4-H idea is introduced into an increasing number and variety of urban settings, the need to document effectiveness is urgent. Future efforts to reach disadvantaged urban youth hinge on the identification of both successful and unsuccessful approaches.

Conclusions drawn in two papers prepared by participants at the Extension Seminar and Practicum In Working With Families and Youth In The Urban Community at Merrill-Palmer Institute illustrate the kinds of research needed in this area.

Soobitsky, Joel R., "The Development of An Urban Program As Seen By Youth-Serving Agencies in a Detroit Community" - This study provided an opportunity for Mr. Soobitsky to associate personally with representatives of 13 other youth serving agencies. Through interviews, it was possible to become more familiar with each agency, determine the degree of knowledge about 4-H, learn about leadership patterns, and explore possible cooperation with the 4-H program.

Personal contacts provided an opportunity to understand the agencies' programs and to determine the degree of knowledge about 4-H. Most of the people surveyed expressed a farm 4-H image, while others indicated no particular image. The rural image did not seem to be a barrier to developing a 4-H program in cooperation with other youth-serving agencies.

All agencies contacted felt that 4-H has a dual role in urban areas: strengthening other agency programs, and establishing separate 4-H groups and clubs. Most of the people contacted concurred with the premise that room exists for many organizations in urban areas, because of the large number of youth not being reached by any group. Some type of program for seven and eight year olds should be initiated, according to responses from most agencies.

4-H will have to take its program to other agencies, because most Directors make little effort to seek assistance, probably due to limitations of time and lack of knowledge of existing 4-H urban programs.

As 4-H continues to expand into the inner-city, a clearer understanding of low-income families must be obtained by personal contacts and interviews with personnel in other youth agencies. These personnel have a wealth of experience which is valuable to 4-H expansion.

The 4-H program could and should strengthen existing agencies with leadership training programs, thereby helping many more youth than is humanly possible through separate organizations.

Borst, William H., "Serving Inner-City Youth" - Mr. Borst stated the hypothesis: "That no public or private agency is reaching urban children from hard-core families with effective educational programs in the same manner as children of more affluent communities".

Participation in on-going program activities of several different types of youth programs, made it possible to obtain direct information. Strengths, weaknesses, problems and imperative needs could be realistically identified.

Many agencies operated with inadequate space and facilities, inferior equipment, and insufficient numbers of qualified staff members. In spite of these limitations, some positive growth and development was observed. Gaining self-respect, concern for others, abilities to give and take, and a spirit of cooperation were noticeable changes in behavior.

As leaders developed competency to relate to youth, they became more relaxed, their demands for discipline diminished, and responses by the young people became stronger. Working with boys and girls in small groups within a short age range seemed to be important clues to success. Establishing and maintaining close personal relationships appeared to be one of the most crucial needs of disadvantaged youth.

Some of the implications for Extension 4-H youth program were identified:

Help the people in low-income urban communities know about and understand available agencies and resources.

Assume initiative for fostering coordination, eliminating duplication of effort and insuring wise use of private and public funds. In most inner-city neighborhoods Extension can assume a cooperative posture by helping to mobilize the services available.

REFERENCES TO ASSIST IN CONDUCTING INNER-CITY 4-H PROGRAMS: The volume of literature relating to life in the inner-city continues to grow. Many psychologists, sociologists, and social psychologists are constantly contributing to the wealth of information on the plight of the "forgotten" American. Some books describe situations and conditions, some present possible solutions to problems, and others outline specific steps and approaches for constructive changes. Following is a list of partial references which may help to strengthen your efforts:

Bitterman, Richard E. Education, 4-H and Low Socio-Economic Urban Youth. Term Paper, University of Maryland. ERE 1, 1965

Bitterman, Richard E. Some Factors in the Environmental and Psychological Status of Low Socio-Economic Urban Youth. Term Paper, University of Maryland ERE 180, 1964

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Conant, James Slums and Suburbs. McGraw-Hill. New York. 1961

Harrington, Michael. The Other America: Poverty in the United States, Macmillan. New York. 1963

Keyserling, Leon. Poverty and Deprivation in the United States. (The Plight of Two-fifths of a Nation). Conference on Economic Progress. Washington, D.C. 20006

Mac Iver, R.M. Dilemmas of Youth in America Today. Harpers. New York. 1961

May, Edgar The Wasted Americans. Harper and Row. New York. 1964 (available in paperback and hard cover. Published by Signet Books).

McCabe, John, editor. Dialogue of Youth. Bobbs-Merrill. Indianapolis and New York. 1967

Moynihan, Daniel P. The Negro Family, the Case for National Action Office of Policy Planning and Research. U.S. Department of Labor. Washington, D.C. (Available from Superintendent of Documents, Government Printing Office. 45 cents.

Passow, A. Harry. Education in Depressed Areas Columbia University Press. New York. 1963

Perlman, Robert and Hones, David. Neighborhood Service Centers. Office of Juvenile Delinquency and Youth Development, Welfare Administration, HEW. Washington, D.C. 1967 (Superintendent of Documents, GPO. 60 cents)

Pettigrew, Thomas. A Profile of the Negro American. Princeton, N.J. 1964

President's National Advisory Commission. The People Left Behind. Report of the Commission. Superintendent of Documents, Govt. Printing Office, Washington, D.C. 1967. \$1.00

Richards, Catharine V. Good Camping for Children and Youth of Low-Income Families. U.S. Department of Health, Education, and Welfare. (Welfare Administration) Washington, D.C. (Draft Review)

Riessman, Frank. The Culturally Deprived Child. Harpers. New York 1962

Ryan, Edward J. Personal Identity in an Urban Slum. In L. J. Duhl (ed) The Urban Condition. Free Press, Glencoe, Inc. New York. 1962

Schorr, Alvin W. Slums and Social Insecurity. U.S. Department of Health Education, and Welfare. Washington, D.C. 1963

Slaiman, Donald. Civil Rights in the Urban Crisis. Report of Seminar on Manpower Policy and Programs, U.S. Department of Labor, Manpower Administration. 1967

Social Responsibility in a Free Society. Educational Policies Commission. National Education Association. Washington, D.C. 20036 1963. 35 cents

U.S. Department of Health, Education and Welfare. Cities in Crisis, The Challenge of Change. Welfare Administration. 1967. Available from Superintendent of Documents, Govt. Printing Office. 55 cents

U.S. Department of Housing and Urban Development. Strengthening Community Service in Low Income Neighborhoods. Washington, D.C. 1967. Available from Superintendent of Documents, GPO 20 cents

A TRIBUTE AND A CHALLENGE: We commend staff members who have had the foresight, initiative and determination to achieve success in urban areas. Many of these leaders and pioneers in inner-city 4-H programs sharpened their skills at the Urban 4-H Staff Institute in February at the National 4-H Center. Participants were most complimentary of the content, methods and overall impact of this inservice training opportunity. At the close of the week-long workshop, Dr. E. D. Vaughan, Director of 4-H - Youth Development, Federal Extension Service, spoke of his personal feelings about 4-H in the cities. A portion of his remarks are repeated here:

"There is a tremendous unmet need in our cities. 4-H can have an important part in meeting these needs. Extension should make an all-out effort to raise significant amounts of new money, both public and private, for urban 4-H work.

I don't know how many young people 4-H should reach. I don't know how many of the unreached two-thirds can be reached by any group. I am sure that we must make it crystal clear to anyone who will listen, that we want to reach them. We need to make it clear what we want to do, how we want to do it, and how much it costs to do it. It is going to take more than the present \$25 or \$30 per member cost in 4-H.

There are people who say that 4-H is outdated, inflexible, and ill-adapted to urban areas. There are many others who believe the opposite. Many business and professional people, educators, legislators, and just plain people believe that 4-H can and should make significant contributions to city youth programs. My view is that 4-H is the label and that youth development is the objective. I don't think that 4-H is inflexible. The only rule of the game is to go out and do the things that need to be done in order to help youth develop to their full potential. I would be the last to say that 4-H is the only way to go about youth development work; there are all kinds of ways and all kinds of organizations. But I do say that 4-H is one effective and efficient way.

I hope you will go home with renewed vigor and enthusiasm and commitment for urban 4-H work. You are the real leaders in making 4-H available to those who really need it most."

CAMPING EXPANDS FOR MANY INNER-CITY YOUTH: Camping programs, both day and resident, are "opening new doors" for inner-city youth in many urban areas throughout the country. Professional and lay leaders have demonstrated ability to solicit support, contact potential youth, and plan and conduct exciting programs for disadvantaged girls and boys.

For the first time in their lives, many youth who live in congested and over-populated areas, are becoming aware of the "outside world". They are being exposed to the total environment and are having opportunities to take an active and productive part in society. Cooperation among many individuals, organizations and agencies has made it possible to provide "rays of hope" through a variety of camp-type efforts.

Low-income youth from throughout the State of New Hampshire had an opportunity to enjoy the advantages of a 4-H-type camping experience in 1968 and 1969. At the conclusion the regular 4-H camping period, a week-long Special Youth Opportunity Camp was sponsored in cooperation with the Office of Economic Opportunity. The camp, involving 304 girls and boys, 10 to 12 years of age was conducted with assistance of 4-H counselors. 4-H junior leaders who had worked in camps during the summer were invited to submit applications for consideration as counselors for the Special Camp. Serving as counselors made it possible for the older 4-H members to develop an appreciation of the needs of disadvantaged youth; for many it was their first exposure to some of the unique problems.

The campers, primarily from urban areas, were especially interested in the out-of-doors and nature activities to explore the environment.

Indianapolis, Indiana, "The Happening" (Ouibache) has made significant impact for the second consecutive year. A one-week pilot day-camping venture in 1968 proved so popular that a 10-week program was conducted in 1969 with support from private as well as public sources. Informal educational groups were designed to reach about 150 youth each week in a curriculum determined by the needs of the participants.

Emphasis was placed on the total self including social, mental, physical and spiritual components. The 4-H Exhibit Hall and adjoining area at the Indiana State Fairgrounds provided ample space and facilities. Group activities included nature hikes, field trips and organized recreation as well as project-related sessions. Among the more popular projects were personal grooming, arts and crafts, photography, conservation, outdoor cookery, weather and self-expression. Staff assistance was made available by Purdue University, the Marion County Extension Service and interested local groups.

The Indianapolis program illustrates the vast potential for reaching many additional inner-city youth through similar kinds of opportunities. Professional Extension workers serving urban areas, are challenged to explore avenues to help youth broaden their horizons through camping.

/NEWS OF OUR COWORKERS/

Two new State 4-H Leaders are appointed: Dr. H. H. Van Horn replacing Dr. Jerry Macklin in Kentucky and Dr. George J. Broadwell in New York. Both will have the title of Assistant Director of Extension, 4-H.

Other State staff appointed are Marilyn Hodges in Mississippi, Dr. Hope Daugherty in Kansas, and Mabel Jones, Missouri.

Marvin W. Boss has resigned from the 4-H staff in Massachusetts to accept a position on the Faculty of Education of the University of Ottawa, Canada. He will teach graduate courses in statistics and educational research methods. Address: 43 Varley Lane, Kanata, Ontario, Canada.

Gordon Bieberle joins the staff as National 4-H News, replacing Jerry Deuel. Jerry has resigned to enter private business in Denver. Gordon attended Kansas State University and later did graduate work at Sam Houston State College. He comes to the News following 3-1/2 years with the U.S. Navy.

Eleanor Echo, 4-H Literature Coordinator for the Northeastern States, is resigning in mid-November to marry Tony Berry of Ashland, Kentucky.

Serafin Vigil has been appointed for the special 4-H health action research in New Mexico. He has a background in public health.

John Sterling, a former 4-H Fellow from Tompkins County, N.Y. is now Executive Secretary of the New York State 4-H Foundation.

Bea Belshar, of King County, Washington, was 4-H representative at the 38th National Council Meeting of the Girl Scouts of U.S.A.

Congratulations to Dr. Dwight Palmer of North Dakota and Dr. Bob Lewis of Pennsylvania. Each has recently finished his graduate degree.

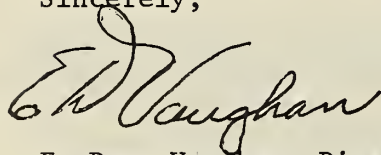
Members of the 1969 Record Judging Committee who worked with Kemp Swiney, Chairman, were: Laura G. Cooley, California; Barbara Ann Ladabouche, Connecticut; Jean Cogburn, Georgia; William Shane, Idaho; Fred L. Haegele, Illinois; Harlan E. Geiger, Iowa; Mary Woodward, Michigan; Lois W. McGurk, New York; Pauline Moore, North Carolina; Roger K. Leathers, Rhode Island; E. Joyce Richardson, South Carolina; D. Lance Bullard, Texas; Kay Bendixsen, Utah; Albert S. Bacon, FES, USDA; Liaison - Mr. T. W. Thompson, National 4-H Service Committee.

/IN CLOSING/

Dorothy Carter, a VISTA worker in the South Providence, Rhode Island project, provided a very cogent answer to the question: "How can we help?" in a recent report.

"My answer to this question, which I hear so often, from well-intentioned people concerning their relationships and responsibilities to the solution of the problem is simply this -- "We all must first learn to listen to these people with our hearts, because unless we do, we never can understand their problems, nor really help them to help themselves, which I believe is their one belief, is their one great hope for the future and the future of their children."

Sincerely,



E. Dean Vaughan, Director
4-H - Youth Development

John W. Banning, Assistant Director
Fern S. Kelley, Assistant Director
(Editor of IDEAS)

Program Leaders:

Polly L. Fussell
Robert R. Pinches
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Russell W. Smith
Kemp L. Swiney
Eleanor L. Wilson

Enclosures